



Cedars Primary School

Phonics & Early Reading Policy

At Cedars Primary school, teaching and learning is based upon a language rich thematic curriculum where pupils are exposed to a range of experiences to enhance their knowledge, understanding and long-term memory. As a result, pupils at Cedars are confident, aspirational, articulate learners who are ready for the next stage of education.

Intent:

At Cedars Primary School, we strive to teach children to read effectively and fluently using the Read Write Inc. Phonics (RWI) systematic synthetic programme from when our children start with us in EYFS. This includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. These fundamental skills not only hold the keys to the rest of the curriculum, but also have a huge impact on children's self-esteem and also opportunities for their future. With reading at the heart of our curriculum, we believe that we are providing our children with the tools to develop a love of reading and ultimately be independent and inquisitive learners.

Using the RWI phonics programme, we teach children to:

- Read accurately, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and for purpose
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Implementation:

The systematic teaching of phonics has a high priority throughout the Early Years Foundation Stage (EYFS) and Key Stage 1. Phonics is taught daily to all children in EYFS, Year 1 and those in Year 2 who have not passed the phonics screening in Year 1 or completed the RWI phonics programme. Children learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words. We start by teaching children to read and blend the first thirty Set 1 sounds. Once they have conquered this skill, they start reading stories and texts that have words made up of the sounds they know. This means that they can embed and apply their phonic knowledge and start to build their reading fluency. Once secure, children learn Set 2 and Set 3 sounds and then read texts with increasingly more complex sounds and graphemes. Throughout this process there is a focus on comprehension,

reading with expression and reading for enjoyment. Children are taught in small groups which reflect their phonic knowledge and reading fluency. We regularly assess children so that they are taught in a RWI group which matches their phonic knowledge. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky' words. This is in order for them to experience early reading success and gain confidence that they are readers.

RWI has 5 underlying principles – the five Ps:

1. **Pace:** A good pace to every phonics lesson is essential. No time is wasted during teaching sessions! Children are active and involved in a fun and creative way. The aim is for the children to complete the programme and embed the skills as quickly as possible.
2. **Praise/Positive Teaching:** Children learn more effectively in a positive climate. Teachers praise the children constantly throughout the teaching sessions. Children learn more quickly when they are praised for what they do well, rather than approached what they do wrong. The children are encouraged to praise each other and as a school we have adopted several 'Praise Phrases' and 'Praise Actions'.
3. **Purpose:** Every part of the lesson has a specific purpose. The teacher will set this purpose at the beginning of the lesson so that the children know exactly what they will be learning.
4. **Participation:** A strong feature of RWI lessons is partner work (based on research which states that 70% of learning comes from partner talk). All children participate through partner talk and choral response.
5. **Passion:** This is a very prescriptive programme. It is the energy, enthusiasm and passion that group leaders put into the lesson that bring the teaching and learning to life!

Inclusion

All Read Write Inc lessons are pitched at the appropriate level for the needs of the pupils in the group, as groupings are based on assessment of children's prior phonics knowledge. For children with significant additional needs, smaller groups and/or 1:1 support is provided. The RWI scheme uses a combination of pictures and rhymes/phrases to support children to remember the sounds being taught, and the direct instruction format of the lessons further aids children with EAL and SEND to retain the learning.

Classroom Environment

All classrooms throughout our school display the speed sounds posters to ensure pupils apply their phonic knowledge whilst writing. This is in a prominent place in each classroom and is referred to during lessons. In classrooms/spaces where RWI phonics lessons are taking place, phonics working walls will reflect the current learning.

Resources

The following resources are required for effective teaching of Read, Write Inc:

- Fred (soft frog toy for younger children)
- Speed sound cards (A4 and smaller) set 1, 2 and/or 3
- Red words
- Green words

- Story books
- Story green words
- Story red words
- IWB slide shows to go with story booklets – or printed equivalent
- Speed sounds chart
- Handbook (provides all planning for all colour groups)

Impact:

The use of a systematic synthetic phonics programme gives children a flying start with their reading, writing and spelling. It is an effective tool to ensure children 'keep-up' rather than 'catch-up'. The development of children's phonic knowledge is embedded to also support a child's writing skills. With regular assessments, we ensure we meet the needs of all pupils. The progress of each child is monitored and tracked so that support can be put in place if required.

Assessment

In addition to half termly RWI assessments, which assess the children's ability to use the phonemes they have learned to decode both real and pseudo (nonsense/alien) words, teachers use ongoing assessment for learning within RWI lessons to assess how well children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

If a child is making faster than expected progress, they may be reassessed before the end of half term, and depending on the outcome of the assessment, they may move up a group if it is deemed in their best interests. Children new to the school will be assessed within their first few days and placed in an appropriate ability group as soon as possible so that no learning time is lost.

Interventions

Pupils who are not making expected progress within RWI will be given additional 1:1 tutoring in phonics. These interventions follow a set structure based on the RWI 1:1 Fast Track Tutoring interventions set out in the RWI Handbook. Reading Leaders specify which children require which interventions based on half termly analysis of RWI assessments.

Children, who are in Key Stage 2 and still require phonics teaching or are new to English, will be identified and will access RWI 1:1 Fast Track Tutoring if in Years 3 and 4 and the RWI Fresh Start intervention programme if in Years 5 and 6. Tutors will track their progress with fortnightly assessments, which will be monitored by the Phonics and Early Reading Lead and Senior Leaders.

Parents/Carers

We endeavour to involve and train parents/carers in supporting phonics and reading at home through workshops, information sessions, newsletters and online resources. Through the rigorous assessment of pupils through this scheme, we ensure that pupils select appropriate books to take home for reading.

Shared Vision

A key element of the RWI Programme is consistent whole-school practice. This is underpinned by continued professional development. The school ensures that all teachers and teaching assistants are trained in this approach to teach reading. All staff have received official Ruth Miskin RWI training, followed by Development Days throughout the school year supported by a consultant from the Ruth Miskin training team; attend weekly phonic CPD sessions where an element of the RWI programme is discussed, taught and practised in a supportive way; receive in lesson coaching for the teaching of the RWI programme from the Reading Leader and have access to training videos and additional support materials via the Ruth Miskin school portal. The Phonics/Early Reading Leader ensures that the RWI phonics programme is taught with consistency and fidelity through monitoring Teaching and Learning.

Review Approval Body: Nov 2024

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Subject Leader: Mrs L Hedges (maternity leave)

Tracie Harrison – caretaking lead at present